


## Nursery Curriculum Map

### Spring Term 1 2017/18

<p><u>Personal Social and Emotional Development</u></p> <ul style="list-style-type: none"> <li>• Developing friendships especially with new members of Nursery</li> <li>• Joining in with group play, extending and elaborating play ideas</li> <li>• Using talk confidently in our play</li> <li>• Talking freely about our homes and communities</li> <li>• Becoming aware of the needs and feelings of others</li> <li>• Developing our understanding of routines and boundaries</li> <li>• Sharing with others</li> </ul>	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> <li>• Developing a tripod grip to hold mark making tools</li> <li>• Use one-handed tools and equipment</li> <li>• Moving in different ways e.g. rolling, running, jumping, skipping, hopping</li> <li>• Becoming more independent in dressing and toileting</li> </ul>	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> <li>• Listening to stories with increasing attention and recall</li> <li>• Joining in with repeated refrains in rhymes and stories</li> <li>• Developing understanding of prepositions such as ‘under’ ‘on top’ and ‘behind’</li> <li>• Talking in simple sentences</li> <li>• Beginning to use more complex sentences to link thought e.g. using ‘and’ and ‘because’</li> <li>• Questioning why things happen and giving explanations</li> </ul>	
<p style="text-align: center;"><b>Our Topic is ‘The Wonderful World of Make Believe!’</b></p> 			
		<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Repeating familiar words and phrases from stories</li> <li>• Begin to be aware of the way stories are structured</li> <li>• Describing main story settings, events and principal characters</li> <li>• Giving meaning to the marks we make</li> <li>• Ascribing meaning to marks we see in different places</li> </ul>	<p><u>Maths</u></p> <ul style="list-style-type: none"> <li>• Beginning to represent numbers with fingers, marks or pictures</li> <li>• Showing curiosity about numbers</li> <li>• Matching numeral and quantity</li> <li>• Making arrangements with shapes</li> <li>• Beginning to use positional language</li> </ul>

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